

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
PERSONNEL COMMISSION  
AGENDA / ORDER OF BUSINESS**

*Council Meeting*

TUESDAY, MAY 23, 2023  
10:00 A.M., VIA ZOOM

*Personnel Commission Meeting*

THURSDAY, JUNE 1, 2023  
3:00 P.M., BOARD ROOM  
BEAUDRY BUILDING, 1<sup>ST</sup> FLOOR



1. Convene regular meeting. Roll call.
2. Approval of minutes of the meeting of April 6, 2023.
3. Receipt of minutes of the meeting of May 19, 2023.
4. Approval of the 2023-24 Personnel Commission Budget.

**CONSENT ITEMS**

5. Ratification of Reclassification by Director's Approval: **APPROVED**
  - a. Position in Talent Acquisition & Selection Branch, Personnel Commission, from Human Resources Specialist III (\$40.79504-\$50.60715/hr.) to Human Resources Specialist II (\$32.31624-\$40.00207/hr.), effective May 19, 2023. (RDA 415, Human Resources Series)
  - b. Position in Talent Acquisition & Selection Branch, Personnel Commission, from Human Resources Specialist III (\$40.79504-\$50.60715/hr.) to Human Resources Specialist II (\$32.31624-\$40.00207/hr.), effective May 19, 2023. (RDA 416, Human Resources Series)
  - c. Various Positions in the Division of Special Education, from Special Education Trainee (\$21.36287-\$26.32905/hr.) to Special Education Assistant (\$23.67695-\$29.21512/hr.), effective May 10, 2023. (RDA 1791, Instructional Assistance Series)
  - d. Various Positions in the Division of Special Education, from Special Education Trainee (\$21.36287-\$26.32905/hr.) to Special Education Assistant (\$23.67695-\$29.21512/hr.), effective May 17, 2023. (RDA 1792, Instructional Assistance Series)
6. Approval of Revised Class Descriptions recommended, effective June 1, 2023: **APPROVED**

Special Education Trainee  
Special Education Trainee (Male)  
Special Education Trainee (Restricted)

7. Authorization of Field of Competition in forthcoming examinations: **APPROVED**

<u>Class Title</u>	<u>Recommendation</u>
Special Education Trainee (\$21.36287-\$26.32905/hr.) Special Education Trainee (Male) (\$21.36287-\$26.32905/hr.) Special Education Trainee (Restricted) (\$21.36287-\$26.32905/hr.) Class Descriptions dated June 1, 2023.	Open; also promotional for all regular or retired employees of the District who meet the entrance qualifications specified in the Class Description and who have served at least 130 paid days in regular status in the Classified Service or have permanent status in the Certificated Service. Dual Certification.

8. It is recommended that the following reclassification actions be ratified: **APPROVED**

Case 12451

Case 12454

9. a. Establishment of the Class of Director of Capital Planning and Budgeting. (Case 12404) **APPROVED**

b. Approval of Class Description recommended, effective June 1, 2023:

Director of Capital Planning and Budgeting

c. Authorization of Field of Competition in forthcoming examination: **APPROVED**

<u>Class Title</u>	<u>Recommendation</u>
Director of Capital Planning and Budgeting (\$13,711.62-\$17,081.47/mo.)	Open.

10. a. Title Change for the Classes of CTE Program Supervisor and CTEIG Coordinator. (Case 12431) **APPROVED**

b. Approval of Class Description recommended, effective June 1, 2023: **APPROVED**

CTE-Linked Learning Program Supervisor  
CTEIG-Linked Learning Coordinator

c. Authorization of Field of Competition in forthcoming examination: **APPROVED**

<u>Class Title</u>	<u>Recommendation</u>
CTE-Linked Learning Programs Supervisor (\$45.73024-\$ 56.64766/hr.)	Open; also promotional for all regular or retired employees of the District who meet the entrance qualifications specified in the Class Description and who have served at least 130 paid days in regular status in the Classified Service or have permanent status in the Certificated Service. Dual Certification.
CTEIG-Linked Learning Coordinator (\$41.11976-\$ 51.00465/hr.)	Open.

11. Receipt of Correspondence and recommended disposition. (See Addendum)

12. Public Comment

- a. Public employee discipline
- b. Examination Appeals

**NOTE:** Public comment is for the purpose of hearing issues that are not addressed in staff or Hearing Officer reports. This time should not be used to attempt to re-hear the case. Speakers are requested to limit their comments to 1 -1 ½ minutes with a maximum of 3 minutes for multiple speakers on the same side of an issue. It is preferable that individuals wishing to address these cases do so by submitting a written statement to staff by the close of business on the Thursday preceding the Commission hearing.

13. Recess to Closed Session in Accordance with Provisions of the Government Code (Section 54957) to consider:

Employee Discipline/Dismissal/Release  
Exam Appeals

14. Reconvene Regular Session and report of actions taken in Closed Session.

15. Consideration of the recommendation of the Hearing Officer on the Disciplinary Appeal for:

Light Bus Driver (C.B., Case 0419)

16. Consideration of the recommendation of Staff on the Exam Appeals for:

Plant Manager III (R.D., Case 0224)  
Principal/Head Stock Clerk (M.P., Case 0227)

*Please send an email to Suzanne Morrow ([suzanne.morrow@lausd.net](mailto:suzanne.morrow@lausd.net)) if you intend to address the Commissioners at this meeting including the item that you wish to discuss.*

*The Los Angeles Unified School District Personnel Commission, in complying with the Americans with Disabilities Act ("ADA"), requests individuals who require special accommodations to access and/or participate in Personnel Commission meetings to please contact the Personnel Commission ([suzanne.morrow@lausd.net](mailto:suzanne.morrow@lausd.net)) or District office at (213) 241-7800. Please contact the District as soon as possible before the scheduled Personnel Commission meeting to ensure that the Commission or District may assist you.*

LOS ANGELES UNIFIED SCHOOL DISTRICT  
PERSONNEL COMMISSION

CLASS DESCRIPTION  
Unit B  
Class Codes

SPECIAL EDUCATION ASSISTANT	4571
SPECIAL EDUCATION ASSISTANT (MALE)	4566
SPECIAL EDUCATION TRAINEE	4575
SPECIAL EDUCATION TRAINEE (MALE)	4562
SPECIAL EDUCATION TRAINEE (RESTRICTED)	

DEFINITION

A Special Education Assistant assists teachers by caring for the physical needs of students with disabilities and helping in their training and education through the presentation of educational materials or exercises. Special Education Trainees assist teachers in caring for students' physical needs and in presenting educational material and developmental exercises while learning the duties and responsibilities of a Special Education Assistant through a combination of experience and formal education. The counterpart classes with parenthetical designation in their titles are assigned duties similar to those of the classes with the same basic title.

TYPICAL DUTIES

Performs a variety of activities pertinent to training, physical care, disciplining, and tutoring in order to inculcate habits, knowledge, and skills in students with disabilities.

Assists teachers in implementing lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by a teacher.

Helps students to use books, classroom materials, and equipment.

Adjusts or rephrases portions of text and classroom instructions.

Keeps routine records related to recording attendance, grades, test scores, and lunch money.

Assists teachers with use of electronic equipment and presentation of materials and methods to reinforce lessons to students.

Assists teachers in directing activities for assigned groups of students.

Lifts students in and out of holding or locomotive devices and on and off buses when trained by appropriate staff.

Assists students with all aspects of toileting which may include diapering and lifting on and off the toilet, changing tables, and mats when trained by appropriate staff.

Assists students with the use of mobility equipment, such as leg braces, walkers, mobile standers, and tricycles when trained by appropriate staff.

Assists teachers in working with students who may be demonstrating such behaviors as hitting, biting, scratching, and running, and works as a member of a team to implement the behavior support plan and/or crisis plan when trained by appropriate staff.

Under the teacher's direction, participates in data collection on behaviors as part of behavior support plan development and implementation.

Assists teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach.

Assists teachers in carrying out positive reinforcement procedures and reactive strategies identified in a behavior support plan, such as prompting student to switch to functionally equivalent replacement behavior and debriefing during the school day.

Assists teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.

Assists bus drivers in maintaining discipline and responding to the physical needs of students.

Supervises a group of students in the temporary absence of the responsible teacher when notified.

May obtain food from the kitchen, serves food, and feeds students or helps them to feed themselves.

May make minor adjustments on special equipment such as wheel chairs, crutches, braces, standing tables, and gurneys when trained by appropriate staff.

May act as a resource regarding student issues at Individual Education Plan (IEP) meetings, if requested.

May take student temperatures, administer first aid, and provide basic nursing care as directed or authorized by a School Nurse.

May carry out the instructions of a Supervising Special Education Assistant or certificated employee to implement special physical handling, care, or exercises prescribed by doctors, nurses, or therapists when trained by appropriate staff.

May work with teachers, agencies, and private companies to assist in making job placements for graduates of vocational courses and may take students to job interviews.

Performs related duties as assigned.

## DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Special Education Trainee performs beginning-level work of gradually increasing responsibility in assisting in meeting the physical and educational needs of students in special education schools and classes. A Special Education Trainee (Restricted) is hired in accordance with the provisions of Education Code Section 45259.

A Special Education Assistant assists teachers in the presentation and positive reinforcement of instructional materials and cares for the physical needs of students with disabilities.

The (Male) counterpart of the above classes performs the same duties as the basic class and provides physical care of an intimate nature for students of the designated sex.

A Supervising Special Education Assistant supervises Health Care Assistants and Special Education Assistants and Trainees and coordinates scheduling and assignments related to classroom, playground, and cafeteria duties.

## SUPERVISION

General supervision is received from a Supervising Special Education Assistant or a certificated administrator. Work direction is received from a teacher. No supervision is exercised.

## CLASS QUALIFICATIONS

### Knowledge of:

- Physical and emotional needs of children at various age levels
- General nature and causes of physical, mental, and emotional disabilities
- First aid techniques
- Functioning of special equipment, such as wheel chairs and braces

### Ability to:

- Speak English using good vocabulary
- Gain students' confidence
- Communicate and relate effectively with students
- Act calmly and appropriately in emergencies
- Take orders and follow instructions accurately
- Assist in feeding and toileting of students with special needs

Special Physical Requirement:

Sufficient strength to safely lift and carry objects or assist in lifting students of varying weights

ENTRANCE QUALIFICATIONS

In compliance with the Every Student Succeeds Act (ESSA) of 2015 and other related legislation, candidates for this classification must meet the following standards:

Special Education Trainee and Counterpart Class

Education:

Paraprofessionals who provide instructional assistance are required to possess a high school diploma or equivalent and one of the following:

Completion of 48 semester units or 72 quarter units from a recognized college or university.

OR

Possession of an associate of higher degree, from a recognized college or university

OR

Receipt of a passing score on the District Proficiency Test and the Instructional Assistance Test.

Experience:

600 hours of paid experience or verifiable supervised volunteer experience providing physical or instructional assistance to disabled individuals in a school, pre-school, hospital, or other education program, or 600 hours of verifiable experience as a student teacher in a school for disabled students

OR

600 hours of paid experience as an instructional aide in a classroom setting.

Special Education Assistant and counterpart class require the above and in addition:

Education:

Twelve college semester units or 18 quarter units in courses directly related to the instruction, physical care, or well-being of children with disabilities. Such courses are most likely to be offered in the following areas: special education, child development, psychology, health, and education. Successful completion of a course in language signing or Braille offered by the District or a recognized college or university may be substituted for three of the twelve required semester units.

Experience:

One year of paid experience in an education program for children with disabilities and current status as a permanent Special Education Trainee.

Special:

A Los Angeles Unified School District Food Handler's Certificate must be obtained upon appointment and renewed annually.

A First-Aid Certificate issued by a recognized First Aid training program must be obtained within 60 days after appointment and must be kept valid during the term of employment.

Ability to communicate in a language in addition to English may be required for some positions.

A valid California Driver License and use of an automobile may be required for some positions.

A CPR Certificate issued by a recognized CPR training program must be obtained within 60 days after appointment and kept valid during the term of employment.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of the position at any time.

Revised  
06-01-23  
KG

SUBJECT TO THE APPROVAL  
OF THE PERSONNEL COMMISSION

LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: THE PERSONNEL COMMISSION

FROM: KARLA M. GOULD, PERSONNEL DIRECTOR

SUBJECT: **RECLASSIFICATION REPORT**

It is recommended that the following reclassification actions be approved:

<b>From:</b>	Senior IT Infrastructure Project/Program Manager (1173) (\$9,005.57- \$11,152.73/ Monthly)	<b>To:</b>	Deputy Director of IT, Infrastructure Project Management (1995) (\$9,349.37- \$11,574.70/ Monthly)
<b>POS:</b>	(30383690) A Basis		(30383690) A Basis
<b>Location:</b>	Information Technology Services, Infrastructure Projects Communications Systems (Install-JC)	<b>Incumbent:</b>	S. Mercado (792179) Cost Center (9076301)

**Reason for Reclassification:** The subject positions meet the class concept of Deputy Director of IT, Infrastructure Project Management in that incumbent in the position is responsible for the personnel related functions of the Infrastructure Projects Communications Systems Installation Branch by conducting and resolving employee performance related issues, including but not limited to, conducting progressive discipline as needed; District policy compliance; handling injury, accident, and workers compensation compliance; addressing employee complaints and/or requests; ensuring employee compliance with all District trainings and completing employee staff evaluations; and hiring of new staff and determining training needs. The incumbent is also responsible for administering control on all branch project budgets, expenditures and allocation of resources for all low voltage District wide projects; coordinating project activities with other District departments, including the Office of Environmental Health and Safety, Facilities Services Division, and various Information Technology Services branches; developing, establishing and implementing short and long-range departmental goals and objectives, while determining department involvement and scope within projects; resolving complex installation project related issues; tracking the progression of District wide projects while streamlining processes as needed to meet deadlines and to ensure uniformity; and developing and soliciting bids with vendors in order to make vendor selections and recommendations for contracts, equipment and projects.

**Status of Incumbent:** Incumbent S. Mercado (792179) must compete in the examination for Deputy Director of IT, Infrastructure Project Management, be reachable on the resultant eligibility list and appointed to the reclassified position, or be otherwise assigned. In the absence of an eligibility list, the incumbent may be provisionally assigned to the position pending the results of the examination.

**Effective Date:** May 23, 2023

RGK/JAP



c:      Classified Employment Services Branch  
         Files Unit  
         Talent Acquisition and Selection Branch

LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: PERSONNEL COMMISSION  
FROM: KARLA GOULD, PERSONNEL DIRECTOR  
SUBJECT: RECLASSIFICATION REPORT

It is recommended that the following reclassification action be approved:

<b>From:</b>	Program and Policy Development Advisor (1935)  (\$10,667.82 - 13,214.23 /mo)	<b>To:</b>	Program and Policy Development Advisor, Innovation and Improvement Sciences (5450) (\$10,667.82 - \$13,214.23/mo)
<b>POS:</b>	30500212 (A Basis)		30500212 (A Basis)
<b>Location:</b>	Office of Educational Transformation, Office of the Deputy Superintendent, Instruction	<b>Incumbent:</b>	Vacant (Cost Center 1019701)

**Reason for Reclassification:** The subject position meets the class concept of a Program and Policy Development Advisor, Innovation and Improvement Sciences in that the position will be responsible for planning, organizing, and leading innovative District-wide initiatives focused on improvement sciences the Priority Schools and Black Student Achievement Plan programs. Additionally, the subject position will strategize, plan, and align system-wide efforts under the School Portfolio or Innovation Office; advise on issues relation to educational policy innovation and improvement sciences; provide data analysis on school performance data, enrollment trends, demographic projections, and program outcomes; design and develop program recommendations of various policies, guides, procedures, and memos; and conduct budget and fiscal analysis to support policy recommendations and decisions.

**Status of Incumbent:** The position is vacant.

**Effective Date:** July 1, 2023

RGK/LKD

c: Classified Employment Services Branch  
Files Unit  
Talent Acquisition and Selection Branch

**PERSONNEL COMMISSION  
LOS ANGELES UNIFIED SCHOOL DISTRICT  
ESTABLISHMENT OF CLASS**

Case No. 12404

**RECOMMENDATION(S):**

Class Title:

Director of Capital Planning and Budgeting

Effective:

June 1, 2023

**GROUP, SERIES:**

Executive/Administrative Group, Accounting Series

**SALARY RANGE OR FLAT RATE/PP:**

\$13,711.62 14,486.18 15,306.19 16,169.22 17,081.47

**SALARY SETTING BASIS:**

Salary movement to be based on the movement of related classes in the Executive/Administrative Group, Accounting Series.

**BACKGROUND:**

The Chief Business Officer (CBO) has requested to establish the new classification of Director of Capital Planning and Budgeting in order to have a position that is responsible for directing and administering the District's non-GO bond-funded Capital Improvement Plan.

**BASES OF RECOMMENDATION(S):**

The class of Director of Capital Planning and Budgeting will oversee the development of policies and procedures and direct, develop, maintain, and report on the District's Capital Improvement Plan for non-GO bond-funded capital investments. This position will also ensure capital planning and budget activities for non-GO bond-funded investments are coherent, comprehensive, and aligned to the District bond-funded capital investments, provide financial advisement, and govern the request, evaluation, prioritization, approval and execution of said projects.

The duties and responsibilities of the class are listed in the class description presented for approval in conjunction with this report.

The recommended salary allocation of the proposed class is based on internal alignment. The responsibilities of the proposed class are similar in level to those of the Director of Finance Policy (\$13,711.62-17,081.47/pp.) Therefore, allocation of the new class to salary range \$13,711.62-17,081.47/pp is appropriate.

**RULE AMENDMENT(S):**

Final approval is to be given to the amendment of Rule 596, Overtime to include Director of Capital Planning and Budgeting in the list of classes exempt from the overtime payment provisions of the rule. Final approval be given to the amendment of Rule 765, Senior Management Employee to include the Director of Capital Planning and Budgeting in the list of designated senior management positions, contingent upon Board approval.

## DIRECTOR OF CAPITAL PLANNING AND BUDGETING

### DEFINITION

In support of the Chief Business Officer, the Director of Capital Planning and Budgeting (non-GO bond funded) directs, guides, prepares, and administers the District's Capital Improvement Plan.

### TYPICAL DUTIES

- Leads the development, implementation, and evaluation of the strategic initiatives related to the District's non-GO (General Obligation) bond-funded capital assets.
- Directs, develops, maintains and reports on the District's Capital Improvement Plan for non-GO bond-funded capital investments.
- Responsible for directing, developing and implementing strategies to address unfunded capital needs across the portfolio of the Deputy Superintendent of Business and Operations, and between other departments and units.
- Facilitates collaborative partnerships with various District offices and divisions to ensure coherence with District-wide policies, programs, and professional development related to capital planning and projects that are not bond funded.
- Ensures Capital Planning and Budget activities for non-GO bond-funded investments are coherent, comprehensive, and aligned with the District's Bond-Funded capital investments by collaborating with the Chief Facilities Executive or designee(s) and other District stakeholders on behalf of the Chief Business Officer.
- Collaborates with technical experts of the Facilities Services Division to ensure that assessments and evaluations of capital assets are conducted and surveys related to asset management data are collected to determine non-bond-funded capital needs and project prioritization.
- Manages the administration of debt-funded non-GO bond-funded capital projects to ensure compliance with procurement and debt funding rules and guidelines.
- Develops and oversees the processes governing the request, evaluation, prioritization, approval, and execution for non-GO bond-funded projects for departments and programs related to but not limited to Transportation Services, Food Services, other offices, and schools.
- Provides financial advice and recommendations to determine appropriate and available options for financing approved capital projects.
- Provides leadership and financial guidance related to the non-GO bond eligible capital budget.
- Develops financial reports related to non-GO bond-funded capital investments.
- Prepares and may conduct presentations on the District's non-GO bond-funded investments that may include budget detail, project status, and other pertinent financial information involving the analyses of non-bond-funded Capital budgets in addition to assessing the impact of such investments on the District's operating budgets.
- Directs and supervises the work activities of professional budget staff within the Capital office.
- Develops the District's capital budgeting policies and procedures related to the Capital Improvement Plan.
- Analyzes projects in the Capital Improvement Plan, including budgets, forecasts, and schedules; manages prioritization of expenditures; tracks variances; and communicates progress with stakeholders.
- Performs related duties as assigned.

### DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The Director of Capital Planning and Budgeting shall have the budgetary responsibility to prioritize, optimize, and sustain the District's non-GO bond-funded capital investments.

The Chief Business Officer is the executive responsible for the direction of the financial activities of several major business divisions of the District.

The Deputy Chief Business Officer, Finance assists in managing the financial services of the District and participates in the planning and implementation of policies and programs and acts as the Chief, as required.

## SUPERVISION

The Director of Capital Planning and Budgeting receives administrative direction from the Chief Business Officer or Deputy Chief Business Officer, and provides general direction to lower-level administrators.

## CLASS QUALIFICATIONS

### Knowledge of:

- Legal basis and sources of finances of California public education
- Theory and practice of accounting, business administration, budgeting, auditing, and fiscal management, with emphasis on governmental operations.
- Principles of organization, management, system analysis, budgeting, staff development, communications, and personnel administration.
- Principles and practices of capital program budgeting and financial analysis, particularly as they relate to multi-fund source budget.
- State laws, the California School Accounting Manual, and Government Accounting Standards Board and other regulations affecting school district financial affairs.
- Principles of construction estimating and budget planning
- Principles of project scheduling
- Laws pertaining to the use of capital funds
- Principles of program and/or project management

### Ability to:

- Plan and administer complex financial operations involving coordination of efforts of multiple specialized units
- Analyze financial and statistical data and make or recommend decisions as indicated
- Maintain, through subordinates, the accuracy and currency of records and reports, while meeting regular and special demands for data
- Make effective public presentations of complex financial data and plans
- Manage and estimate project budget and costs
- Work effectively and diplomatically and maintain relationships with a wide variety of individuals, groups and entities involved in planning, design, construction, and/or acquisition of new and existing capital assets
- Analyze and evaluate the effectiveness of plans, policies, programs, and organizations
- Make and review decisions objectively
- Communicate effectively both orally and in writing

## ENTRANCE QUALIFICATIONS

### Education:

Graduation from a recognized college or university with a bachelor's degree in business, public administration, accounting, finance, urban planning or a related field. An advanced degree in business administration, public administration, accounting, or a related field is highly desirable.

Experience:

Five years of executive or management level experience in capital planning, budgeting and forecasting; preferably while managing the development, implementation, and modification of a capital program which is comprised of an annual budget and multi-year forecast. Such experience must involve an annual capital plan budget of no less than \$25 million dollars

Special:

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle, or the ability to utilize an alternative method of transportation.

SPECIAL NOTES

1. An Employee in this class is subject to the reporting requirements of the District's Conflict of Interest Code.

The class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by relevant law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

NEW CLASS

6-1-2023

SD

SUBJECT TO THE APPROVAL  
OF THE PERSONNEL COMMISSION

LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: THE PERSONNEL COMMISSION

FROM: KARLA M. GOULD, PERSONNEL DIRECTOR

SUBJECT: **TITLE CHANGE FOR CLASSES**

**RECOMMENDATIONS:**

It is recommended that, effective June 1, 2023, the following classes, positions, and all employment lists be reclassified, for the purpose of title change only:

I.	From <u>Current Title</u>	To <u>Proposed Title</u>
	CTE Program Supervisor (5615)	CTE-Linked Learning Program Supervisor (5615)
II.	From <u>Current Title</u>	To <u>Proposed Title</u>
	CTEIG Coordinator (5620)	CTE-Linked Learning Coordinator (5620)

**BASES OF RECOMMENDATION:**

The proposed change in the class titles will better reflect the needs of the department. The CTE-Linked Learning Coordinator class description with moderate changes and the CTE-Linked Learning Program Supervisor class description with minimal changes are submitted for approval in conjunction with this report.

**Status of Incumbent(s):** The title changes will have no effect on the status or seniority of the incumbents.

RGK/MCV

c: Talent Acquisition and Selection Branch  
Classified Employment Services Branch  
Files Unit

CTE-LINKED LEARNING PROGRAM SUPERVISOR

DEFINITION

Supervises, leads, plans, and participates in all communications and operations including the coordination and oversight of the administrative functions and requirements for an assigned Career Technical Education (CTE) Linked Learning area

TYPICAL DUTIES

Supervises, assigns, coordinates, and evaluates the work of classified staff involved in CTE-Linked Learning activities such as:

Dual enrollment pathway establishment, implementation, documentation, evaluation, and communication.

Work-based learning outreach and partnerships with local employers.

CTE-Linked Learning pathway partnerships and related events.

Reviews and streamlines administrative and operational processes to increase and ensure program efficiency.

Leads the implementation and coordination of activities, meetings, and events related to CTE-Linked Learning programs.

Leads and oversees the communication with higher education institutions, external businesses, and/or industry leadership to formulate program opportunities and expansion plans.

Monitors budgets for CTE-Linked Learning programs and ensures program compliance with respective grants.

Reviews the work of lower-level staff, which includes budget monitoring and grant compliance, procurement processes, development of needs assessments and improvement plans for the program, and professional development, to ensure end-results for respective programs are on-track for completion.

Develops and oversees CTE-Linked Learning enrichment opportunities in career pathways during summer and other school breaks.

Provides professional development to teachers, principals, and other school site staff regarding the CTE-Linked Learning program processes to promote and assist with student enrollment in the programs.

Provides information sessions concerning the CTE-Linked Learning program to schools, parents and students.

Approves marketing materials for CTE-Linked Learning programs for schools to disseminate.

Recommends utilization of grant funds to leadership and grant related personnel.

Assists with the preparation of supporting grant documentation by relaying pertinent information to grants and funding staff.

Represents the office at internal and external meetings and events related to CTE-Linked Learning.

Performs other duties as assigned.



## DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A CTE-Linked Learning Program Supervisor supervises a unit involved in the CTE-Linked Learning initiative and leads the communication and processes of CTE-Linked Learning classified personnel.

A CTE-IG-CTE-Linked Learning Coordinator performs a variety of administrative duties in support of the CTE-Linked Learning office, using specialized knowledge and experience in one of the fifteen industry pathways.

An Administrative Analyst performs a variety of journey-level duties that are oriented primarily toward the analysis of systems and procedures, organization and management, work-flow and distribution, work simplification, and improvement in efficiency.

## SUPERVISION

General supervision is received from a certificated CTE-Linked Learning Administrator or designee. General supervision is exercised over CTE-IG-Linked Learning Coordinators and other lower-level classified personnel.

## CLASS QUALIFICATIONS

### Knowledge of:

- Principles of supervision
- Principles of career development and guidance
- College and career trends
- Community College Guided Pathways
- Community College structures related to career pathways
- Grant implementations and reporting
- California CTE Model Curriculum Standards and Frameworks
- Project management methodology
- Current and future trends relating to industry pathways
- Basic procedures, methods, and techniques of procurement and budget preparation and control
- Principles of public relations
- Applicable laws, codes, regulations, policies, and procedures
- Microsoft Office (Word, Excel, Outlook, PowerPoint, Access)

### Ability to:

- Plan and organize work
- Interpret, apply, and explain applicable laws, codes, rules, and regulations
- Ability to investigate and understand common administrative and budgetary problems
- Analyze problems and communicate and implement solutions
- Develop and implement detailed project management plans and manage project process
- Analyze, interpret, and explain project budgets
- Appropriately allocate resources toward program goals and activities
- Plan and organize work to meet deadlines
- Establish and maintain working relationships with District personnel, representatives of other organizations, and the public
- Prepare clear, concise reports
- Communicate effectively both orally and in writing

Exercise tact and good judgment

## ENTRANCE QUALIFICATIONS

### Education:

Graduation from a recognized college or university with bachelor's degree, preferably with a major in business, finance, public administration, business administration or a related field. Additional qualifying experience may be substituted on a year-for-year basis for up to two years provided that the requirement of a high school diploma or equivalent is met.

### Experience:

Three years of experience in college and career development, Career Technical Education (CTE), or other related programs, or a combination thereof, involving the development and oversight of CTE pathways, monitoring grant compliance and budget, and liaising with external organizations. One year of experience in a lead capacity is preferable.

### Special:

A valid license to drive in California and the availability of private transportation or the ability to utilize an alternative method of transportation

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of the position at any time, as long as such addition or change is reasonably related to existing duties.

Revised  
06-01-2023  
MCV

CTEIG CTE-LINKED LEARNING COORDINATOR

DEFINITION

~~Coordinates and oversees the administrative functions~~ performs administrative functions in support of CTE-Linked Learning programs, activities, and requirements pertaining to the Career Technical Education Incentive Grant (CTEIG) CTE – Linked Learning Funds and Grants.

TYPICAL DUTIES

Coordinates, manages, and plans the Career Technical Education (CTE) pathway self-assessment and work plan with school personnel.

~~Manages and coordinates~~ Assists with coordinating the budget and procurement of assets and services acquired using the CTEIG various CTE and Linked Learning funds and grants for career pathways.

~~Establishes and maintains the pathway Industry Advisory Board and conducts~~ Conducts employer outreach by networking amongst the local and regional employers, CTE-Linked Learning intermediary partners, and other organizations to continuously develop Industry Advisory Boards.

~~Reviews and verifies that~~ Assists with preparing and verifying required internship/work experience forms and documentation and ensuring forms are submitted to the Work Experience Office and employer for each student.

Conducts a needs assessments and develops a plans ~~to improve the program using the 14 to support school sites in successfully implementing the 12 elements of the a high quality CTE program and the Linked Learning certification standards.~~

Monitors grant budgets and expenditures and ensures compliance with CTEIG, Strong Workforce Program (SWP) grants and Perkins grants.

Assists teachers in creating and disseminating marketing materials for their CTE and Linked Learning programs to feeder middle schools, post-secondary institutions, and the community.

Provides work readiness training to students such as through resume building, mock interviews, etc.

Conducts research and recommends available industry recognized certifications and licenses ~~for students to obtain as part of their pathway completion process to school sites for students to obtain based on identified student interests.~~

Conducts professional development for CTE teachers regarding current labor market data, non-traditional careers, post-secondary training, and employment options for students.

~~Collects and analyzes~~ Develops research materials and collects data pertaining to certifications, internships, post-secondary training, college enrollment, and employment.

Provides assistance to sites ~~regarding work-based learning data collection on MiSiS career pathway partners and staff to develop and implement work-based learning and/or dual enrollment opportunities for students.~~

Assists teachers and counselors in data collection on MiSiS.

Coordinates and organizes student visits to school sites-District partnered colleges and industry sites and District sites with ~~for students by~~ industry practitioners and CTE community college

representatives to identify locally available career pathways, credentials, and certifications for students wishing to advance in the industry.  
Coordinates recruitment of new CTE teachers and assists with onboarding and retention.  
Performs other duties as assigned.

## DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

~~A CTEIG Coordinator performs a variety of administrative duties in support of the (CTEIG) using specialized knowledge and experience in one of the fifteen industry pathways.~~

A CTE-Linked Learning Coordinator coordinates and supports CTE and Linked Learning pathways and related activities within a CTE-Linked Learning unit.

A CTE-Linked Learning Program Supervisor supervises a unit involved in the CTE-Linked Learning initiative and leads the communication and processes of CTE-Linked Learning classified personnel.

~~The Program and Policy Development Advisor, Budget serves as a technical consultant and advisor to Senior Management on issues relating to the alignment of fiscal matters.~~

~~An Administrative Analyst performs a variety of journey-level duties that are oriented primarily toward the analysis of systems and procedures, organization and management, work flow and distribution, work simplification, and improvement in efficiency.~~

## SUPERVISION

General supervision is received from a CTE-Linked Learning Program Supervisor or an administrator. No supervision is exercised.

## CLASS QUALIFICATIONS

### Knowledge of:

Industry area of responsibility  
Project management methodology  
Current and future trends relating to industry pathways  
Basic procedures, methods, and techniques of procurement and budget preparation and control  
Grant terms and conditions  
Principles of public relations  
Microsoft Office (Word, Excel, Outlook, PowerPoint, Access)

### Ability to:

~~Ability to Investigate and understand common administrative and budgetary problems~~  
Analyze problems and communicate and implement solutions  
Review and implement detailed project management plans and manage project process  
~~Analyze, Interpret and explain project budgets~~  
Plan and organize work to meet deadlines  
Work effectively with District personnel, representative of other organizations, and the public  
Foster collaborative partnerships

Coordinate and participate in multiple projects

Prepare clear, concise reports, and make recommendations

Communicate effectively both orally and in writing

Exercise tact and good judgment

## ENTRANCE QUALIFICATIONS

### Education:

Graduation from a recognized college or university with an associate's degree or completion of 60 semester units or 90 quarter units from a recognized college or university. Qualifying experience in addition to that listed below may be substituted for the required education on a year-for-year basis provided that the requirement of a high school diploma or equivalent is met.

### Experience:

~~3 years of professional level experience in one of the following industries or a related field:~~

~~Agriculture and natural resources; arts, media, and entertainment; building and construction trades; business and finance; education, child development, and family services; energy, environment, and utilities; engineering and architecture; fashion and interiors; health science and medical technology; hospitality, tourism, and recreation; information and communication technologies; manufacturing and product development; marketing, sales, and service; public services; or transportation.~~

Three years of experience planning, coordinating, executing, and monitoring project activities.  
Experience in a career or workforce development setting is preferred.

### Special:

~~A valid California Driver License.~~

~~Use of an automobile.~~

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and/or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of the position at any time, as long as such addition or change is reasonably related to existing duties.

Revised  
06-01-23  
MCV